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ABSTRACT

This annotated bibliography lists the reading research that was published in England during 1976. An introduction highlights specific research on reading tests and standards, dyslexia and specific reading retardation, remedial reading, reading development, and reading material selection. The booklet's sections list research reported in articles or books, articles on reading, books on teaching reading and on developing reading tastes, booklets and brochures on reading, and continuing reading research projects. (RL)

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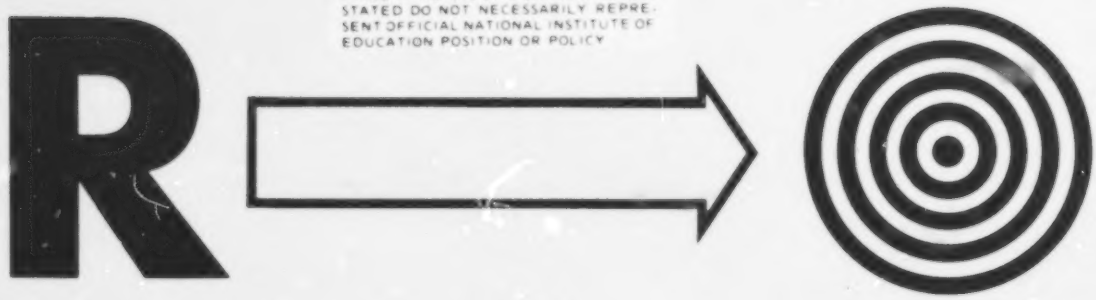

READING RESEARCH 1976

ELIZABETH J. GOODACRE

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SURVEY OF READING RESEARCH, 1976

Introduction

Monitoring publications last year, I formed the impression that there was considerably less reading research published than during the previous year, the year of Bullock, and some of the material published was in fact, of work carried out in other countries – Australia and Sweden.

For instance, I could find very little referring to reading tests and standards. Certainly two new tests were produced during the year, and two books on reading tests were published which should do much to correct the situation, complained of in previous reviews, that teachers are poorly informed about reading tests.

The tests published were both tests of reading comprehension. They were the **SPAR Reading and Spelling Tests** (Hodder and Stoughton) by Young, the reading test resembling the author's popular reading comprehension tests in format but intended for use with older, slow learning pupils. They should prove particularly useful to secondary teachers. Bookbinder's **Salford Sentence Reading Tests** (Hodder and Stoughton) provides three alternate forms and are similar to the Holborn Sentence Reading Test. The two books were the NFER's **Reading Tests in the Classroom** by Vincent and Cresswell and Pumfrey's **Reading: Tests and Assessment Techniques** (Hodder and Stoughton).

Dyslexia and specific reading retardation

Scott and **Singleton** in their respective papers supported or criticised the concept of dyslexia, while Professor **Zangwell** in his Presidential Address to the British Psychological Society (1975) entitled 'Thought and the Brain' referred to dyslexia in his section of his address on development orders. Olive **Sampson** continued with her review of the literature on dyslexia over the last fifty years, concentrating on the areas of behavioural diagnosis and remediation.

Two reports of actual research were by **Stanley**, and **O'Neill and Stanley**. Both were reports of Australian experiments, on the processing of straight lines and of digits by dyslexics. In the first study the children had to identify digits made up of dots, tapping a key with the numeral on it, when they recognised the digit. The dyslexics correctly identified more numerals than the controls and were no slower at the task. However, analysis of the children's error patterns showed that more than half the dyslexics tended to confuse the digits that had curved features. Stanley in previous work had reported that dyslexics seemed to show evidence of longer visual persistence than their controls and he suggested that in the more recent study the dyslexics may have been responding in terms of a visual trace which lead to the confusions on the curved figures. He concluded that dyslexics' reported confusion with larger sets of digits (i.e. not single numerals), as in digit tasks, was more likely to be due to limited capacity.

The study with O'Neill reported two experiments in which dyslexics needed longer stimulus exposure than their controls to detect differences in pairs of straight lines and visual persistence seemed to be greater in the dyslexics – i.e. the visual image seemed to take longer to fade than in the normal children of the same age. The writers argue that usually the visual information store duration decreases with age and that rate of processing tends to increase with age, but the dyslexic child seems to receive and process visual information in a way more characteristic of a much younger child. This would seem to be further evidence for a developmental lag explanation of this condition.

Remedial reading and provision

Tew reported the findings of a study of the predictive and diagnostic use of the Frostig Scale. Use of this visual perception assessment showed that some 40% of school beginners needed training to improve their figure ground discrimination. However, Tew found a close correspondence between this measure and intelligence at this stage of the children's development, and he concluded that the Frostig was more a measure of intelligence functioning rather than of perceptual maturity.

As a result of relating the children's perceptual scores to their reading ages two years later, he decided that the Frostig Scale was not a sufficiently sensitive instrument to predict either reading achievement or failure. He reported that the most important single factor predicting later reading achievements was the teacher's estimate of the child's concentration span at time of beginning school. After reviewing the results of other studies, Tew concluded that the Frostig needs restandardization on a representative British population and that there was little evidence of the Frostig training programme having educational benefits other than those of training children to perform at a better level on the Frostig Scale itself. Tew's view however was disputed in issue 11, no 2 of **Remed. Educ.** by several correspondents.

Lane published an interim report of findings from studying the use of counselling with retarded readers, as he was concerned about the attention given to Lawrence's study and the fact that in the latter study, the poor readers had shown a high level of guilt at the beginning of the study which had decreased as the counselling continued. Lane considered research was necessary to establish the relationship between personality type and the effectiveness of counselling. In a carefully controlled study of 30 secondary retarded pupils, he found that the poorest responders to counselling tended to be more toughminded and less neurotic than those who benefited from the counselling programme. He suggested that pupils with low drive and low levels of anxiety are known to be difficult to motivate, and that therefore pupils' attitudes and temperament should be taken into consideration before recommended for counselling, otherwise the resulting experience could produce more failure for the retarded reader rather than helping him or her.

Reading development

Personality variables also are likely to be involved in any study of the effects of teaching style on pupils' performance. Reading was one of the measures of progress used in the **Bennett** study, which attracted such discussion during the year. As far as the reading element is concerned this is a most unsatisfactory study, as insufficient information is provided to assess the reliability of the findings, such as that overall progress in informal classes was significantly inferior to that in mixed or formal classes, or that above average boys seemed to do better in formal junior classes while low achieving boys did better in informal classes. **Gray and Satterly** raised a number of points of criticism about this study, including the effects of extrapolating reading ages from the Edinburgh test, a practice not recommended by the test designers.

Margaret **Clark's** study of children who learned to read before starting school, showed there were a number of similarities between the children, but that it was difficult to establish a single cause for their early reading fluency. **Lunzer** in a very detailed study which should be studied in full, found that a compound measure of operativity yielded higher correlations with later reading word recognition than any other of seven predictors used when the children were beginning school whilst for reading comprehension the strongest predictors were visual sequential production and story recall. The latter associations were at .8 compared to .57 for word recognition and operativity.

Margaret Clark considered auditory discrimination in her study and described some of the difficulties of trying to measure this in young children. **Farmer et al.** reported the findings of an Australian study designed to find out whether young children could be helped by sound blending (single sound letter teaching). The researchers concluded that although the findings suggested that sound blending could be taught, the effects were most marked with the older children in the age group.

Blending involves putting speech sounds together. **Hall's** study was concerned with children's ability to segment or break up speech and also print into meaningful units. He reported that for the group of children studied (4.8 - 6.0 years) print segmentation appeared to be easier than that of speech, probably because in print the spaces round words provide a cue, but he suggests that children's criteria for a word probably change in the light of their experience, especially in relation to their learning to write.

Southgate's paper refers to results emerging from the Schools Council project on extending beginning reading which are related to first and second year juniors. It was reported that a percentage of these children appeared to be unfamiliar with 'common' phonic rules, which involves the segmenting and blending meaningful units of speech. No sex differences were found for the number or the type of miscues when children read aloud, and substitutions and refusals tended to lessen as the children grew older.

Edwards studied the reading comprehension of West Indian children and the possible effects from dialect interference. The good West Indian readers (teachers' estimates) showed more variability in their comprehension scores, but generally the comprehension of the control group of English readers was better than that of the West Indians. Edwards suggested that teachers should be alerted to language features which may present difficulties for West Indian pupils, and the article contains a useful list of the main features in broad Creole and the type of comprehension difficulties they may produce. **Lunzer** reported some findings from the School Council project on the effective use of reading which involved the use of group prediction and cloze procedures, and the design of comprehension tests in reading. This research seems to suggest that comprehension tends to be unitary at this stage (secondary) and not made up of a number of contributary skills. Lunzer suggests that willingness to **reflect** on what is read is very important and that this is an attitude of mind which is developed rather than a skill which has to be trained. There is further evidence for this view of mature reading in the studies of **MacFarlane, Moon, Marton and Saljö** and **Pugh.**

MacFarlane found a tendency for top juniors to develop a 'set' towards reading comprehension questions, expecting a particular type of answer to be required and quickly developing a routine form of answers. He made a plea for less training and testing of isolated skills at this stage of reading development and more attention to be paid to the interrelationship of such skills. Moon examined the idea of an introductory passage to reading materials, an expositiory organizer, which could alert the reader to the content of materials to be read, and this seemed to be particularly useful for pupils of lower verbal ability. Also reported is the use of the Reading Record instrument and the way a 'good' reading strategy, some type of search technique combined with time for reflection, seemed to help secondary pupils of lower verbal ability.

The Marton and Saljö studies were conducted with Swedish University students and were concerned with assessing what students learned rather than how much they recalled after reading. Their studies suggest that students learn at different levels according to the way in which they interact with the reading materials – whether they process them at a surface or deep level. This can be seen by whether the student in their reading has been concerned with superficial detail and the aim of producing the text, often by using rote learning rather than seeking to understand the writer's ideas, intentions or concepts of the problem. Use was made of the readers' abilities to introspect, to explain and recall what they had been trying to do when they were reading. Later experiments showed that these students' understanding was related to whether they were asked questions before they read, and also to the type of questions asked, factual or main idea. The researchers found that there were qualitative differences in the students' learning and that they adapted their ways of learning to what was required of them. Retention tests conducted some forty days later showed that students who were encouraged by the questions to deal with the deep level of the text, retained more.

Pugh provided the results of a study of the effects of study techniques training with English University students. The students appeared to be more accurate as a result of their training than a control group of students, but the research highlighted the considerable difficulties which exist in trying to test reading at this stage of the education system. Is one trying to measure what is learned rather than how much at this stage of education?

Materials and learning to read

Lunzer in the findings from the Schools Council project the effective use of reading, reported on the potential usefulness of structured materials. Significant gains were reported by pupils using SRA. **Roberts** considered accuracy of reading at the top of the infants school, and using Bett's

definition of reading levels found that more than half the children were reading at frustration level, but using an aptitude scale with junior pupils who had been through the infant school, found no signs of any resulting antipathy to reading. Southgate had reported from the School Council project, that at the junior stage there were considerable variations in the difficulty level of books the children were reading (chosen for them by their teachers) on the basis of the number and type of mistakes made in reading aloud – similar criteria to that used in Robert's study. Southgate reported that half the pupils seemed to be on books which were too easy for them. These findings would suggest that the determination of reading levels (instructional, frustrational, etc.) may involve different definitions of what constitutes a 'mistake' and indeed that mistakes or miscues may have different functions at different stages of reading acquisition.

Bookbinder made a study of children's reading ability and 'readability' of materials, using passages from the Neale test. He found the Fog readability measure agreed well with the actual difficulty children found in reading particular passages but this measure was less satisfactory when the results were converted from American grade levels to reading ages in this country. The cloze procedure proved less successful as a measure of passage difficulty because of the effect of passage length and that the deletion of particular grammatical categories of words influenced sentence structure, and hence obtaining meaning from the text.

Harzen reported the results of a study of young children's ability to learn single words according to the use made of pictures and the type of practice given. Harzen concluded that pictures can be a minor attentional distraction and that they should be of general relevance to the text or words to be learned. It was suggested that in the learning of isolated words, if there is direct equivalence between picture and word, children are likely not to attend to the word, but rather just to use the picture as the main recognition clue.

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RESEARCH REPORTED IN ARTICLES OR BOOKS

BENNETT, N. (1976) **Teaching Styles and Pupil Progress,** Open Books, 201 pages, £2.95. 07291 0093 6.
This study involved reading assessment, using Edinburgh Reading Test Stage III. Bennett claimed that this test covered the required age range 10.0 - 12.6 years and that it sampled five different reading abilities. Test was used in third year juniors and repeated one year later. Seems to have extrapolated reading ages although this procedure not recommended by the test designers. (For further criticism see GRAY and SATTERLEY 1976 'A chapter of errors: Teaching styles and pupil progress in retrospect', **Educ. Res.**, 19 (1), p. 45-56.) Bennett claims that overall progress in informal classes is significantly inferior to that in mixed and formal classes, but on the basis of the reported data and findings in the report this claim is difficult to substantiate.

CLARK, M.M. (1976) **Young Fluent Readers,** Heinemann Education Books, 118 pages, £1.70. 0435 80270 8.
Clark studied 32 children who were able to read fluently (25 words or more on Schonell G.W.R. Test) on starting school at five. (20B + 12G.) Children subsequently tested on Neale (accuracy RA 7.8 - 11.8; comprehension 6.8 - 12.0 years). Also tested on Daniels Spelling test – only one child less than six years. Also used a number of other measures, some standard and others specially produced to identify psychological and other characteristics of these young readers. No clear picture emerged of how these children learned to read so well at a comparatively early age, nor was it possible to detect a single cause for this early fluency. Mean IQ for the group was higher than that for the total child population but the group showed a range of scores. Clark distinguished certain similarities between the children and speculates about factors which may have been influential.

EDWARDS, V.K. (1976) 'Effects of dialect on the comprehension of West Indian children', **Educ. Res.**, 18 (2) p. 83-95.
Used two matched for age, social class and ability groups of English and West Indian first year secondary pupils (N40 in each) in Reading, Berkshire (11.3 - 12.6 years). Used teachers' estimates of ability, divided groups into slow (RA 6-9), average (9-11) and good (11-13). With reading ability controlled, English group superior on Neale comprehension, although there was variability between groups, the difference being most marked in the 'good' group. Recommends more attention to dialect interference and its effect on comprehension.

FARMER, et al. (1976) 'Sound blending and learning to read: An experimental investigation', **Brit. J. Educ. Psychol.**, 46 (2), p. 155-163.
Australian study of 60 4-6-year-olds using two experiments, equal numbers of boys and girls, in training effects of sound blending (auditory only) of single letter teaching, words and nonsense words. Believes findings imply that language processing skills can be taught systematically – training was significant but mainly with older children, within sex groups younger girls and older boys benefited most.

HALL, N.A. (1976) 'Children's awareness of segmentation in speech and print', **Reading,** 10 (1), p. 11-19.
Wanted to demonstrate that children's ability to segment speech into words lags behind their ability to segment print into words, and that experience with print is a significant factor in this development. N = 40 (24B + 16G) 4.8 - 6.0 years all from same London school using 'Through the Rainbow' scheme. Variables were age, number of terms at school, IQ (Goodenough), reading experience (book level) and two specially designed tests – Segmentation of Speech, and of Print. (Included cutting up strips of print as in Meltzer and Herse study.) Difference between the two tests significant. Believes written/printed words are easily recognised by children, cue being the spaces round words, but likely that children's criteria of a word, changes with experience.

HARZEM, P. et al. (1976) 'The effect of pictures on learning to read', **Brit. J. Educ. Psychol.**, 46 (3), p. 318-322.
Study using 20 children (B10 + G10) mean CA 6.5, RA 6.0 Schonell G.W.R. who learned to read 16 single words presented in four different ways involving pictures and labelling. Presence of an appropriate picture resulted in significantly fewer correct responses than other three conditions. No picture condition was most favourable and largest number of correct responses given in the retention test (28 days after). More correct responses achieved under distributed practice condition.

LANE, D. (1976) 'Limitations of counselling with retarded readers', **Rem. Educ.**, 11 (3), p. 120 - 122.
Queried whether counselling success was related to pupils' level of guilt at start of programme. Chose 30 secondary school retarded readers, controlling for social class, linguistic/verbal ability, educational history, family size, and initial reading age. Tested with new personality questionnaire, monitored counselling programme for six months. Interim results showed that poor responders to the counselling tended to be more tough-minded and less neurotic – i.e. showed less anxiety at start of programme.

LUNZER, E.A. et al. (1976) 'The effectiveness of measures of operativity, language and short-term memory in the prediction of reading amd mathematical understanding', **Brit. J. Educ. Psychol.**, 46 (3), p. 295 - 305.
Follow-up study of 210 Nottingham children, their reading and mathematical abilities being measured after 18 months at school and data from 28 measures of cognition taken after six months at school. CA 6.6 - 7.0 years; divided into three S.E. groups (each N60), three reading tests used (N183) – Schonell G.W.R., Daniel & Diack sentence test, Neale reading comprehension: intercorrelations between the three above 0.94, so used Schonell and Neale comprehension scores. (N.B. Schonell showed marked social class effects, particularly strong in the intermediate and deprived S.E. groups.) Compound measure of operativity yielded higher correlations with Schonell and maths understanding than any of the other seven predictors used at six months (0.57). Measures of operativity at beginning of school considered best single predictor of success in reading (word recognition), but see study for detailed results, especially social class and different types of reading measures results.

LUNZER, E.A. (1976) 'The effective use of reading' in **The Content of Reading**, edit. by Cashdan, Ward Lock Educational, p. 151 - 162.
Interim results from three year School Council Project of children in last year in juniors, first and fourth year secondaries in Nottingham schools. Used group prediction and cloze, also readability measures of texts being used (formulae and pupil and teacher estimates, and pupil comprehension using cloze). This paper also gives details of higher degree study by Roy Fawcett of the effectiveness of SRA (N = 630 pupils on SRA, 570 controls) at the three age levels. Significant gains by SRA pupils all ages using Gates McGinitie battery – also similar findings using NFER battery and own test. Research to some extent is comparative study of group and individual study approaches.

MACFARLANE, T. (1976) 'Reading skills: automatic transfer up a hierarchy?' **Reading**, 10 (3), p. 12 - 19.
Using the placement test (19 items) for SRA Research Lab looked at the question of the transferability of comprehension skill (measured by cloze/GAP test) to various low level comprehension and study skills. Used six junior schools, fourth years. Found a tendency for children to expect a single answer to questions, and discusses the problem of children developing a 'set' towards questions – expecting particular types of questions with specific ways of answering.

MARTON, F. and SALJO, R. (1976) 'Symposium: Learning process and strategies: I: Outcome and process', **Brit. J. Educ. Psychol.**, 46 (1), p. 4 - 11 and 'II: Outcome as a function of the learner's conception of the task', **Brit. J. Educ. Psychol.**, 46 (2), p. 115 - 127.
Two papers reporting studies using first year Swedish University students on differences in what is learned (content) from reading rather than how much is retained. Found that in each study there were a number of different categories (level of outcome) containing basically different conceptions of the content of the learning task which could be identified. These differences could be described in terms of whether learner engaged in surface-level or deep-level processing of the text. Also deals with the effect of asking different types of questions and experimenting with when such questions should be asked. See the two papers for details of experimental design and discussion of the way in which students' learning can be 'technified' – when assessment demands of courses of study become predictable for students and they are able to refer to topics but without the detail which suggests that they are able to use their understanding of the subject.

MOON, J.A. (1976) 'Some thoughts on study skills', **Reading**, 10 (3), p. 24 - 34.
Study on the use of 'expository organizers' (introductory passage to what is to be read which alerts the student to the material's content) with secondary and higher education students (Brunel) using the Reading Record machine. With the secondary pupils (N = 35, third years) divided them into high and low verbal ability groups and controlled for reading ability. Found that the subjects with low verbal ability read for learning more effectively using an expository organizer or a 'good' reading strategy defined as some type of 'search' read or non-reading period for thought or note-taking.

NATE (1976) **Hereford and Worcs NATE Survey 1976** from NATE, 10b Thornhill Road, Edgerton, Huddersfield HD3 3AU, 20 pages duplicated, 32p post free.
Survey carried out by local group of National Association of Teachers of English of the county's 405 schools. 62% response, information from teachers of three age groups – 6-7, 10-11 and 14-15 years. Wanted to find out if practice in their schools was similar to that reported in the Bullock Report several years before, or whether there had been changes in the light of Bullock recommendations. Found that situation was basically the same – more than a quarter of the secondary teachers had no special qualification for teaching English, that schools on the whole did not have a language policy, the Schonell G.W.R. test was the most popular among those teachers who did use tests, that the most popular scheme was **Ladybird**, that phonics seemed to be used more widely than look-and-say, and that there was a sharp division between those teaching English in the primary school and those in the secondary in attitudes and general philosophy. English in the secondary school tended to be an exam objective.

O'NEILL and STANLEY, G. (1976) 'Visual processing of straight lines in dyslexic and normal children', **Brit. J. Educ. Psychol.**, 46 (3), p. 323 - 327.
Australian study involving two experiments (13 dyslexics each study), first year secondary children, using pairs of identically orientated and spatially overlapping straight lines presented at orientations varying from 0-90 degrees, recorded pupils' separation thresholds – time taken to see them. In second experiment, used single straight line contours preceded by an homogeneous light mask. Dyslexics needed longer stimulus exposure for detection than the matched control group. Experiments showed a developmental lag in the processing of visual information – they seemed to receive and process visual information more in the way that younger children do.

PUGH, A.K. (1976) 'Effective reading in higher education' in **The Content of Reading**, edit. by Cashdan, Ward Lock Educational, p. 142 - 147.
Description of an effective reading course run for University of Leeds students for some ten years, and report of a controlled study carried out with 21 first year students matched with control group, to determine effects of the course. Found the course students no faster in their reading but more accurate – design and evaluation of the course though brought to light considerable difficulties in testing reading at this level.

RICHARDSON, J. (1976) 'The effect of stimulus attributes upon latency of word recognition', **Brit. J. Psychol.**, 67 (3), p. 315 - 325.
Experiment with 30 Sussex University undergraduates reading single words aloud as quickly as possible and in second experiment deciding whether word or non-word. (Used upper case letters and card/shutter device). The imageability or concreteness of the word did not affect recognition time, number of letters in the word affected time taken to read it aloud, but not time to discriminate it from non-words.

ROBERTS, T. (1976) 'Frustration level reading in infant schools', **Educ. Res.**, 19 (1), p. 41 - 44.
Looked at accuracy rate of reading of second and third year infants randomly selected from five infant departments – counted errors in current reading book read to experimenter. Used Bett's definitions of reading levels. Half the children reading at 'frustration level'. (57%). Repeated the study in a sixth school using total infant department population (N62) and found 66% at frustration level. Tested the children in the junior department of the school (who had received infant teaching) and found they were above average in accuracy and comprehension (Holborn and Schonell Silent Reading Test A) and that these pupils did not show signs of predicted antipathy to reading suggested by Betts, when she used the Dunham Reading Attitude Scale.

SPOONCER, F.A. (1976) 'Reading ability and readability', **Reading**, 10 (20), p. 2 - 10.
Compared children's reading ability (Neale and cloze) and three different methods of readability assessment (graded test/Neale, cloze, and FOG), using two unstreamed third year junior classes in the same school. Used both forms of Neale. Found that FOG agreed with the actual difficulties children experienced with the passage, but gave less reliable results when converted into English reading age equivalents.

STANLEY, G. (1976) 'The processing of digits by children with specific reading disability (Dyslexia)', **Brit. J. Educ. Psychol.**, 46 (1), p. 81 - 84.
Australian study of two groups of 20 dyslexics (8.0 - 9.9) (9.3 - 12.3) and a control group same age as the second group of dyslexics. Had to identify digits made up of single dots (digits 0 - 9). Dyslexics did not differ in reaction time (were not slower) and correctly identified more than the controls, but analysis of error patterns of dyslexics showed large number (25 out of 40) consistently confused the digits that had curved features. On the basis of previous work, believed this could be explained in terms of interference by visual persistence of image of previous digit presented.

SOUTHGATE, V. (1976) 'Extending Beginning Reading: An outline of the research project', in **The Content of Reading**, edi. by Cashdan, Ward Lock Educational, p. 163 - 169
N3,380 (7-9 years) children tested by 258 teachers in 64 schools using first and second-year junior classes. Carried out five different types of assignments including individual profiles, miscue analysis and cloze procedure. Observation procedures also carried out by members of the project team using 750 pupils in 20 different schools from five LEAs (Manchester), mainly using probe techniques. Reports some tentative conclusions from the 450 volunteer teachers' reading research group, such as 60% of teachers able to estimate their pupils' reading ability (measured on Schonell) within six months, but tendency to over-estimate girls and under-estimate boys; using number of errors (see Roberts study above) as a means of estimating book suitability, half the pupils seemed to be on a book that was too easy, whereas books chosen by pupils themselves or information books, seemed to be too difficult.

TEW, B. (1976) 'Some doubts about the Frostig test of visual perception', **Rem. Educ.**, 11 (1), p. 32 - 35.
South Wales study of 57 children given Frostig and Wechsler Pre-School Intelligence Test within a month of reaching 5.6 years. At 7.0 years, 51 given Vernon reading test. Some 40% required training to improve figure ground discrimination of five subtests. Reported a close correspondence between Frostig and Wechsler, concluding that Frostig was more a measure of intellectual functioning than of perceptual maturity, but also see correspondence **Rem. Educ.**, 11 (2), p. 89.

WOLFENDALE, S. (1976) 'The effects of a short language intervention programme with infants', **Reading**, 10 (2), p. 11 - 20.
Describes the setting up of a pilot language intervention programme using 16 infant children 5.6 - 7.6, 8 experimental and 8 control selected on the basis of the Croyden Check List scores and teachers' estimates, matched for length of school experience. They were given a battery of tests including Burt to assess reading. Paper gives details of the programme and techniques used.

ARTICLES ON READING

BATY, C.W. and McCONNEL, J.K. (1976) 'Two sides of the brain in language and art', **Educ. Res.**, 18 (3), p. 201 - 207.
Discusses how the spatial elements in reading may influence getting meaning from text, and suggests that anxiety about recovering one's place in the text may interfere in the meaning search. The writers' ideas are placed in the context of recent work on the different functions of the two hemispheres of the brain. Suggests encouraging the deliberate use of pauses between phrases, and children's word pictures (flow diagrams, etc.) as means of interpreting and understanding text.

BERNARD, A. (1976) 'Reading projects – 1. Watership Down: teaching literature to juniors', **Reading,** 10 (2) p. 27 - 30.
Description of using three types of reading ('class read'; 'home read'; and 'imaginative read' – see details in article) with a mixed class of eleven-year-olds centred round the book 'Watership Down'.

BERNARD, A. and McLULLICH, H. (1976) 'Reading projects - 2. Scottish holidays: an integrated reading project'. **Reading,** 10 (2), p. 31 - 34.
Used seven basic principles (outlined by Moyle for how reading should be used) with a class of eleven-year-olds of mixed ability. The article reports how these aims were fulfilled in a project on the range of and various facilities for holidays in Scotland.

BEAUMONT, M. Sister (1976) 'The use of the language laboratory in the teaching of reading', **Rem. Educ.**, 11 (2), p. 72 - 74.
Describes how small groups of third and fourth years in a comprehensive school (RA 6.6 - 10.0) used language laboratory teaching machines for remedial work for varying periods of time. Adapted SRA IIIa work cards, using BBC 'Listening and Writing', and reading aloud, replaying and listening. Also in the same issue see 'The use of the language laboratory for group remedial work in secondary schools' by G. Scourfield, p. 75 - 78. This article outlines the advantages of using language laboratories and then describes areas in which the language laboratory can play a useful part in the remedial teacher's work – aural discrimination, concentration and attention skills, comprehension and recall skills, developing reading fluency, creative oral work, phonic and phono-visual teaching, visual perceptual skills training.

BERRY, J. (1976) 'A school-based language resources unit: its growth and development', **Reading,** 10 (3), p. 35 - 41.
Describes the various functions of a resource unit established by London Borough of Hillingdon in a converted cloakroom in social priority junior school. Detailed discussion of the use of the unit as a means of storing language and reading materials, as a teaching device, and as a curriculum generator.

BOOKBINDER, G.E. (1976) 'Reading ages and standardized scores', **Reading,** 10 (3), p. 20 - 23.
Writer discusses why researchers seem to prefer standardized scores while teachers find the concept of reading age more useful. He thinks percentile scores with conversional tables to standardized scores should be provided in reading test manuals and that teachers should be more familiar with the qualification to scores implied in the standard error.

BROWN, M. (1976) 'Reading together: Eight- to ten-year-olds as critics', **Children's Literature in Education,** 21, Summer, p. 74 - 80.
Account of work with upper juniors encouraging them to discuss books they have been reading. Noted a development away from recounting the plot, to parts of the story liked or disliked, evaluation of the plot's credability, interest in reading more by the same writer. Used group discussions, review writing and taping of personal views.

BRUNNER, R.E. (1976) 'Reading mathematical exposition', **Educ. Res.**, 18 (3), p. 208 - 213.
Based on an American University higher degree thesis, this article outlines why teachers should be aware of differences between mathematical and natural language usage – mathematics using language in a very precise way and for limited purposes. Thinks teachers should explain the special use of words in mathematics; e.g. way in which the mathematician uses words such as **if, only if, all, every, any, anything, same, exactly, exists, except, whenever, but** – the 'troublemaking words in maths'. Provides a detailed operational definition of successful reading in mathematics.

BULPITT, J. (1976) 'Reading: a linguistic problem?' **Rem. Educ.**, 11 (3), p. 117 - 119.
Discusses the problems which arise in using the language experience approach with children whose own oral language is deficient. Believes that this approach is suitable with non-readers but that with children with RAs 7+ progress can be impeded if the approach isn't modified. Pupils' competence may not be reflected in their performance; they may understand more complex structures than they can use. Suggests using new words, introducing vocabulary, in familiar sequences. Case study cited by him showed that the 'use of the child's language per se is unlikely to result in progress in reading if that child has limited linguistic performance'.

CLARK, M. (1976) 'Why remedial? – implications of using the concept of remedial education – ', **Rem. Educ.**, 11 (10), p. 5 - 8.
Paper read by Margaret Clark at NARE Conference 1975 on defining remedial education – what it is, who should receive it and when, for what purposes. Discusses whether it is the teaching of slow learning children (can these children cope with withdrawal type provision?) or 'normal' children with specific difficulties or showing effects of absence, change of school, etc. Refers to survey of remedial provision in Scotttish LEAs. Suggests that remedial education needs to define both its area of competence and its goals for individual children more clearly and precisely. Also to be aware of changing administrative policies which may imperceptibly change the type of children receiving remedial provision, and thus alter the role and function of remedial teachers in schools.

COOK, A. (1976) 'Initial literacy: an approach', **Education 3-13**, 4 (1), p. 56 - 58.
Oxfordshire teacher in an open plan primary school teaching four- to nine-year-olds describes her use of themes and techniques to encourage reading and writing at this early stage.

COTTERELL, G. (1976) 'Teaching without hardware', **Dyslexia Review**, 16 p. 20 - 23.
Explains ways in which poor spellers can be helped individually and in small groups with little dependence on specialised equipment. Article covers how to assess pupils' phonic knowledge, record this information, check knowledge of common affixes and suffixes, and use of different techniques to inculcate spelling rules.

de SALIS, P. (1976) 'Poetry and the backward reader', **Rem. Educ.**, 11 (2), p. 81 - 83.
Describes his use of poetry and the way in which the rhythm helps poor readers to recognise and remember words.

DUFFEN, I.W. (1976) 'Teaching reading to children with little or no language', **Rem. Educ.**, 11 (3), p. 139 - 144.
Article by the mother of Sarah, a child with Down's Syndrome, who taught her daughter to read before she was able to speak fluently. She makes a plea for children with little or no language to be taught to read early and not to wait for 'reading readiness'. She believes that learning to read helps language development and learning generally. She seems to have used a look-and-say approach using long practice periods with flash card drills. The mother said the word, and then Sarah repeated it while looking at the printed word, until she could say the word before her mother. She learned to write at the same time, being taught single letter phonics. The mother reports that she now has a developmental quotient of 83, and her reading age (no details as to test) is greater than her CA of 8½ years.

FYFE, R. (1976) 'Cognitive clarity continued', **Reading**, 10 (1), p. 20 - 25.
Discusses the concept suggested by Downing, and goes on to examine the idea that children's concept of reading may change over time. Piagian theory would suggest a series of stages and a process of differentiation and integration. He believes children over time would develop a range of distinctive purposes and functions for reading – that with older children there should be evidence of differentiation of the 'perceived purpose' for reading. Gradually they should be able to set their own purposes, rather than being told by the teacher and should be able to differentiate between the author's purpose and their own (see Brown's article on different reports on books as children became used to writing and talking about their impressions).

GADSBY, D. (1976) 'Dinasaurs and roundabouts', **The School Librarian,** 24 (2), p. 101 - 108.
Chatty and anecdotal address of the Annual Conference of the School Library Association on 30 December, 1975 by David Gasby, Managing Director, A and C Black Ltd., who was one of the members of the Bullock Committee. He recounts the circumstances which led to the setting up of the Committee and discusses the Bullock Report in relation to the interests and problems of the school librarian. Incidentally, he sets out the main ways any particular interest group can make sure that their views are familiar to any committee of inquiry – learned from his experience with the Bullock Committee.

GRAY, L. (1976) 'My children and dyslexia: A parent's account', **Where,** No 115, p. 107 - 109.
Account by a mother of the varying treatment and provision received by her two dyslexic sons, and how she was able to help them after being shown how to do so, at a London hospital's dyslexic clinic.

GROFF, P. (1976) 'Do children need to blend words?', **Reading,** 10 (1), p. 26 - 31.
Discusses the evidence for children's use of blending, defined as auditory fusing of separate parts of a word or combining of isolated phonemes. Suggests six reasons why children may not follow such a procedure, and concludes that 'there is little research done on auditory blending and on auditory discrimination which can be used to support the idea that word blending is a crucial skill for young readers'.

HART, S. and FAGG, R. (1976) 'Left handed children', **Where,** No 118, p. 196 - 199.
Reports the findings of National Children's Bureau report on a study comparing left and right-handed children in its on-going National Development Study. Found 10.4% of eleven-year-olds were left-handed (twice the proportion of ten years ago) and further 5.8% ambidextrous. Fewer girls were left-handed. Right-handed slightly higher scores than left-handed on general reading and comprehension tests. Rest of article on how well left-handed pupils are catered for in a right-handed world. Also see **New Scientist** 24th July, 1975, p. 200 - 203 by Paul Bakan article 'Are left-handers brain damaged?' and M. ANNETT 'A gene for the right hand'.

HEEKS, P. (1976) 'Bullock Report', **Use of English,** 27 (4), p. 48 - 50.
As a librarian Peggy Heeks went to a Bullock Conference, mainly attended by English secondary teachers, and discusses the conference's proposals and the general ethos of the Bullock Report. Felt that teachers at the Conference were using a different definition of 'literature' to hers and she examines some of the factors which influence children's choice of books, which may not be covered by a simple grading of books based on readability level of the text.

MARTIN, N. (1976) 'Encounters with "models" ', **Eng. in Educ.,** 10 (1), p. 9 - 15.
An article which deals with the way in which different types of writing and/or the word read by children act as 'models' for their own writing at different ages.

MILES, T.R. (1976) 'Dyslexia: disagreement or misunderstanding?' **Rem. Educ.,** 11 (2), p. 69 - 71.
Professor Miles' reply to Singleton's two articles on the existence of this condition. Miles considers there is sufficient evidence to support the view that some adults and children are 'limited' in what they can do – 'there are certain tasks involving 'holding in mind', ordering and sequencing which are too hard for them unless they learn to adopt special compensatory strategies' – they are handicapped in spelling, reading and arithmetic.

NICHOLLS, J. (1976) 'Home visiting: A note of caution', **Eng. in Educ.,** 10 (1), p. 24 - 28.
Drawing from the writer's own experience of a home visiting scheme in Norwich, believes that if home visiting is undertaken it should be work with parents, not with the children themselves. Such schemes should help parents to understand **their** crucial role in their children's learning.

NIGEL, H. (1976) 'Making the best of reluctant readership?' **Use of Eng.,** 27 (3), p. 42 - 47.
Critical review of Macmillan Topliners and the more recent Topliners Redstars, which are described as 'the fiction of special pleading not real books at all', 'a kind of substitute literature'.

PERRINS, J.R. et al. (1976) 'The language of Bullock', **Use of Eng.,** 27 (3), p. 51 - 61.
Four articles by members of Elizabeth Gaskell College Bullock Convention, mainly on the discrepancy between the approach to language in the main sections of the Report and the language treatment in the basic courses suggested as being models for initial training (in chapter 23 of the Report).

PIGEON, D. (1976) 'Logical steps in the process of learning to read', **Educ. Res.**, 18 (3), p. 174 - 181.
Writer believes that to avoid confusion, children should be introduced to reading by a specific sequence of steps (unless experience of particular steps acquired before school). Describes 7 steps – acquisition of appropriate attitudes and motivation for learning to read and write, development of ability to use spoken language, development of awareness of ability to communicate visually, development of awareness of 'sound structure' of language, awareness that 'language sounds' can be represented visually, development of ability to decode written or printed words, development of skills of fluent reading (seven described) –then, the development of the more advanced reading skills. Central to the sequence outlined is the necessity for learning the 'sound structure, of language before any presentation is made of the visual characters representing the spoken sounds. (See Hall's study suggesting that print segmentation easier than speech segmentation for young children).

PIGEON, D. (1976) 'Understanding the process of learning to read', **Reading,** 10 (3), p. 4 - 11.
Detailed exposition of his views as to how children acquire reading fluency. Suggests that neither a whole word/sight vocabulary or single letter/speech sound approach appropriate – the best way for children to master decoding process being development of awareness of the 'structure' of spoken language and then learning how this structure can be mapped visually using a logical alphabet (i.t.a.) with a one-to-one grapheme/phoneme correspondence.

RAITT, J.G. (1976) 'The Bullock Report and the Schools Council', **Dialogue,** 22, p. 12 - 13.
Article indicating some of the School Council's work particularly relevant to recommendations in the Bullock Report, under the headings 'the early years', 'the middle and secondary years' and 'children from families of overseas origin'. Lists School Council project materials related to Bullock recommendations.

SAMPSON, O. (1976) 'Fifty years of dyslexia: A review of the literature 1925-75 – II Practice', **Res. in Educ.,** 15, p. 39 - 53.
Considers the literature under three headings – the behavioural picture, the most important remedial techniques, and the remedialist's conceptualisation of the problem of the dyslexic child.

SCOTT, S. (1976) 'Dyslexia: A review of the literature', **Dyslexia Review,** 15, p. 9 - 13.
A somewhat restricted review outlining the main factors in reading disability, quoting British and American sources, but with some glaring omissions. Suggests further lines of research, several of which are now under way.

SHOWELL, R. (1976) 'Books and the primary child', **Reading,** 10 (2), p. 21 - 26.
Written by the director of the Birmingham Education Development Centre, who defines children's literature in broad terms, outlines its importance and the purposes a school library can fulfill. Discusses the nature of reading in the school context, and how children's needs can be satisfied by the selection of books in the school library. Provides examples of children's own choice of books, observed in a school library.

SINGLETON, C.H. (1976) 'The myth of specific developmental dyslexia, Part 2: Aetiology', **Remed. Educ.,** 11 (1), p. 13 - 17.
Discusses literature on causes of dyslexia under four headings – brain damage, genetic factors, defective lateralization, developmental delay.

SPENCER, M. (1976) 'Stories are for telling', **Eng. in Educ.,** 10 (1), p. 16 - 23.
Distinguishes between children's 'storying' that they do for themselves, and the received book notion of a 'story' whether heard or read. Believes that we know insufficient about the relationship of 'being read to' and reading acquisition – e.g. what do children make of the stories read or told to them, and how does this relate to their own 'storying' which works on the memory of outside events and images from their own inner world.

TIZARD, B. (1976) 'Staff and parent talk to young children', **Eng. in Educ.,** 10 (1), p. 29 - 31, 34, 36.
Questions Bullock's view that educationists do know how language develops, and that they are in a position to advise parents. Suggests that nursery staff would be better to concentrate on providing a wide range of joint activities with children in which language will 'naturally' occur. Cites evidence which suggests that parents may be at least as competent as teachers in being able to develop language in children. Examples of nursery teachers' interactions with children.

TORBE, M. (1976) 'What reading does to readers', **Eng. in Educ.,** 10 (3), p. 22 - 34.
Deals with the reader's response, drawing on the accounts of five different people of how reading a particular book changed them.

TOUGH, J. (1976) ‚Communication skills', **Dialogue,** 22, p. 10 - 11.
Report by Joan Tough of the progress of the Schools Council project since it began in September, 1973. Outlines what the aims of the project were and some of the difficulties the team experienced during the research.

TUCKER, N. (1976) 'Children's books clubs', **Where,** 118, p. 182 - 185.
Describes the main book clubs and outlines the pros and cons for their existence. He discusses whether there is a 'best buy', decides that this is not possible because of individual differences in taste.

WATERSON, M. (1976) 'The traveller's child', **Eng. in Educ.,** 10 (2), p. 1 - 10.
Using examples of their taped stories, poems and rhymes, the writer who worked on a caravan site one day a week for a year, suggests that not all gypsies and children of such sites are verbally deprived. Teachers may find them difficult to understand, possibly because they retain archaisms in their speech and they have access to a number of dialects (also bilingual if gypsy – Romany). Often difficult to know how well they can perform, as they sometimes hide their reading ability. (Similarities with the different information obtained by changing the interview situation quoted by Labov in his Harlem studies).

WELLS, G. (1976) 'Comprehension: what it means to understand', **Eng. in Educ.,** 10 (2), p. 24 - 36.
Basically dealing with listening comprehension, this article's suggestions are also relevant to any detailed consideration of reading comprehension.

WOLLMAN, D.C. and HICKMOTT, J. (1976) 'Language development for deaf children', **Dialogue,** 23, p. 6 - 7.
Written by the School Council project directors, describes trial materials to help severely or profoundly deaf children aged four to twelve to gain skill and spontaneity in both spoken and written language. Suggests that reading may have greater significance for deaf children as the written form may for them be the only complete, permanent and freely accessible form of language. Reading can help provide frequent repetition of language patterns to compensate for missing the constant heard speech patterns normal children get. (Compare this with the study of Sarah, the child with Down's syndrome). Final version of the project's materials should be published late in 1977.

WOOD, J. (1976) 'Reading and topic work in a mixed ability Primary School classroom', **Cambridge J. of Educ.,** 6 (1/2), p. 72 - 83.
Work with a class of seven to eight-year-olds of mixed ability and wide range of reading ages in cramped conditions. Concluded that project/discovery work made life a lot easier for the poor readers, whereas formal work only widened the gap. Not clear from the article how the teacher was helping the 'poorer' readers to improve their reading skills and strategies.

ZANGWELL, O. (1976) 'Thought and the brain', **Brit. J. Educ. Psychol.,** 67 (3), p. 301 - 314.
Presidential Address to the British Psychological Society at Nottingham on 5th April, 1975 which includes consideration of asymetry in cerebral hemisphere functions and in the section on developmental disorders, some discussion of the difficulties and characteristics of dyslexic children, who are mainly boys, and may come from all classes and all levels of intelligence according to Professor Zangwell.

BOOKS ON TEACHING READING AND DEVELOPING READING TASTES

(Some book titles appear in the section on research. Where a book deals mainly with the reporting of a particular experiment or survey, it has been noted in the research section.)

BBC PUBLICATIONS (1976) **Teaching Young Readers: Part 1 age 4 - 9** – edited by Chris Longley, and written by Joan Dean, Elizabeth Goodacre and Betty Root, book accompanying BBC radio series of the same name, from BBC, 35 Marylebone High Street, London W1M 4AA, 144 pages, £2.00. 0 563 16076 4.
Book is divided into four sections: 1. What is reading all about, and 2. Organising language work, both by Joan Dean; 3. Assessment (standardised tests and informal methods including miscue analysis and 'cloze') by Elizabeth Goodacre, and 4. Resources (choosing books and materials including use of A/V, radio and television) by Betty Root. Appendices – one an annotated bibliography.

CASHDAN, A. (1976) edited by, **The Content of Reading** – Proceedings of the twelfth annual course and conference of the United Kingdom Reading Association, Owens Park, University of Manchester, 1975, Ward Lock Educational, 252 pages, £3.50. 0 7062 3570 3.
This volume of conference papers brought together the thoughts of authors, teachers, publishers and researchers on **what** is offered to children in the course of their being taught to read. Consisted of 26 papers grouped into seven sections which reflected different aspects of the conference's theme: I - The content of reading; II - Beginning reading; III - Children reading and writing; IV - The adult reader; V - Research and assessment; VI - International perspectives; VII - A Language for Life.

CRYSTAL, D. (1976) **Child Language, Learning and Linguistics** – An overview for the teaching and therapeutic professions, Edward Arnold, 106 pages, £1.95. 0 7131 5891 3.
An important book, which at first glance, may not appear to have a great deal to do with teaching reading. Professor Crystal however, in this short, readable book clarifies a number of the themes involved in the current discussion of the **use** of language. The book, particularly in Chapter 3 on 'Language learning' deals with ideas that are of concern to reading teachers. Puts the other side of the picture to books such as **Understanding Children Talking** referred to later in this list.

GURNEY, R. (1976) **Language, Learning and Remedial Teaching**: Explorations in Language Study series Edward Arnold, 108 pages, £2.40. 0 7131 0081 8.
The author re-examines the concepts traditionally associated with learning and reading difficulties, giving a new slant to the concepts of 'remedial' and 'compensatory'. He looks at language development (Halliday's model) and its relationship to reading, emphasising the part played by the child's own efforts as an active learner. The book ends with practical suggestions for effectively analysing children's reading performance (useful analysis of the function of 'pausing' in oral reading of different readers) and outlines the ways in which pupils can be helped – possibly of most interest to the secondary teacher, particularly those working with 'remedial' pupils.

HOFFMAN, M. (1976) **Reading, Writing and Relevance** -- Hodder and Stoughton, 112 pages, £1.35.
0 340 21025 7. Set book for O.U. Reading course PE231, beginning Jan. 1977.
A collection of reading and writing projects provided by teachers and presented in edited form by the author. Criteria for selection was that reading skills were being developed through the use of language within experiences the children felt were purposeful. These examples should help teachers evaluate their own effectiveness and in setting up their own criteria for developing activities which meet the same aims. The selected projects are chosen from all age ranges.

IRELAND, J. (1976) **Work Attack Skills** – (Teaching 5 to 13 Reading Series), Macdonald Educational, 40 pages with illustrations, £1.50. 0 356 05055 6.
Aims to encourage teachers to work out their own solutions to reading problems with the help of well-framed exercises and games. Divides word attack skills into three sections: recognition by context, configuration and phonics. Also includes list of relevant published workbooks, equipment and apparatus.

MACKAY, D. and SIMO, J. (1976) **Help Your Child to Read and Write, and More** – Penguin Education, 235 pages, £0.75. 0 14 046 231 7.
Although mainly intended for parents, has some useful and practical things to say about the ways in which children's reading and writing can be encouraged from an early age, making effective use of the child's environment. A very readable account which stems from the authors' intense interest in children's language development. They show 'on what reading and writing depend and how this can develop naturally out of the child's desire to do, to understand, to know about everything around him'.

MARTIN, N. et al. (1976) **Understanding Children Talking,** Penguin Education, 208 pages, £0.90. 0 14 08 0348 3.
Of interest to teachers who use the language-experience approach. The book developed out of the on-going work of members of the London Association for the Teaching of English, and is more a book **of** talk rather than a book about talk. Raises questions about the making and reading of transcripts of children's talk. By the end of the book, the reader should have a firmer grasp of the way in which the pattern of individual and social relationships between speakers is a determining factor in **what** is said.

MINOVI, R. (1976) **Early Reading and Writing** – The Foundations of Literacy, George Allen and Unwin, Classroom Close-Ups 3, 118 pages, £1.60. 0 04 373017 X.
Interesting book on teaching reading and writing in infant schools using documentary-type description of a small town and a city school to high-light actual teaching conditions in urban schools in to-day's multi-cultural society. Discusses the importance of pre-school language development and ways parents can help (including details of NATE Norwich educational visitor scheme); chapter on reading schemes and series considers their racial content and stereotypes and likely effects, and a chapter on the 'iron teacher' is on the use of teaching machines and A/V aids. Examines the relevancy of the content of some reading tests and concludes with a note on the suggestions and recommendations of the Bullock Report, expressing the hope that it will not sink into obscurity so that at some future time it is mistaken by historians for 'a description of cattle-farming in the West Midlands'.

POTTS, J. (1976) **Beyond Initial Reading,** Unwin Education Books, 115 pages, £1.60. 0 04 371046 8.
Author believes that reading follows a developmental pattern and that this is most effectively achieved in a structured framework, with average ability children particularly benefiting from such an approach. Considers skilled reading is dependent upon the mastery of a hierarchial structure of sub-skills, which can be taught although he is aware of the influence of social factors. Outlines activities in the middle and secondary school to develop recreational and functional reading, and the use of study skills. In two brief chapters, discusses the problems of reading failure and possible strategies and treatment. Finishes with a discussion on linguistic deprivation and Adult Literacy. Appendices include a specimen case study and treatment record.

PROFESSIONAL ASSOCIATION OF TEACHERS (1976) **The Teaching of Reading,** published by PAT, 24 The Strand, Derby, DE1 1BE, 72 pages, £1.50 + 15p postage. No SBN number.
Contains contributions from four speakers at the PAT sponsored conferences of September 75 and January 76, following the publication of the Bullock Report. Speakers were Alistair Burnet on 'Bullock and the teaching of reading'; Pamela McKeown 'Induction and inservice training'; Tansley on 'Special education treatment in infant schools'; and Donald Moyle on 'Teacher training and the teaching of reading'. Concludes with reports of the conference members' reports and discussion. Includes Tansley's screening procedures for use in infant groups and schools.

PUMFREY, P.D. (1976) **Reading: Tests and Assessment Techniques,** Hodder and Stoughton, 160 pages, £2.60. 0 340 16554 5.
Starts with a review of the role of reading tests in teaching reading, a rationale for selecting tests and techniques, and a discussion of the Informal Reading Inventory (IRI). In chapter on test selection, Pumfrey discusses three types of criteria of choice – level of interpretation, sources of information used, and actual goals of instruction. Section on test information includes detailed reviews of a number of American and British tests for particular purposes and different ages. Appendices on major sources of information on testing, including annotated book list (some inaccuracies and out of date information).

ROBERTS, J. (1976) **Harrap's Handbook for Literacy Tutors,** Harrap, 48 pages, £0.75. 0 245 52928 4.
Outlines a programme for the individual student's needs, including the various teaching methods used and the importance of graded reading materials (FOG Index), diagnosing reasons for failure and remedies for specific difficulties, the use of the language experience approach with the adult non-reader and types of phonic work books, and sources for interest material.

SPOONCER, F. (1976) **The Development of Reading,** Canterbury Study Books, Hodder and Stoughton, 31 pages, £0.60. 0 340 19074 4.
Short book intended for students which uses a work book format in which reader is presented with appropriate text and asked to complete certain sections with his own notes on the basis of recommended references. The booklet concludes with a set of questions with answers provided. Probably needs to be used with some tutorial guidance and/or suitable seminars. Covers definitions of reading, skills involved (primary, intermediate and higher-order), methods, medium and materials. Follows this with a section on organisation and a very brief outline of reading difficulties. Reading references seem up to date and mainly refer to material in this country.

VINCENT, D. and CRESSWELL, M. (1976) **Reading Tests in the Classroom,** NFER Publishing Company, 186 pages, £4.75. 0 85633 101 5.
Aims to rectify the situation of teachers' unfamiliarity with the range and attributes of reading tests by providing a readable account of how to use and interpret reading tests. Very good beginning chapters on the technical basis of reading tests (based on seminars with teacher groups and their problems in test use), and the most common systems of scoring and estimating reading achievement used in this country. Discusses the varying content of tests, and points to consider when continuously recording pupils' progress. Also chapters on diagnostic testing and several informal test procedures. The book finishes with a useful discussion of common practical problems arising in testing and extensive final section reviewing and critically evaluating a wide range of reading tests available in this country (a well selected, representative collection). This last section includes a chart of reading tests providing comparative information for such things as age, standardisation, alternative forms, reliability, timing, etc.

WEST SUSSEX COUNTY COUNCIL (1976) **Children and Language** – The Report of the West Sussex Language Development Working Party, published by Globe Education, Houndmills, Hants, RG21 2XS., 117 pages, £3.25. 333 199 197.
Contains an Index and introduction and sections on 'The early years of childhood' – Oracy, listening and talking; Literacy, language and reading; Literacy, language and writing; Conclusions and suggestions for further reading, appendices including one on children's books. Spiral backed, illustrated publication which could be used by teachers as an indexed collection of useful information, which they could add to themselves.

WILLIAMS, A. (1976) **Reading and the Consumer** – a practical guide, Hodder and Stoughton. 112 pages, £1.25. 0 340 21027 3. Set book for O.U. Reading course PE231.
Aims to emphasise the practical aspects and benefits of learning to read effectively. The book is divided into three parts – the first two covering communication and the selection of information, and the last showing the way in which basic skills can be used more effectively and with increased relevance in the framework of consumer information in schools.

ZIMET, S.G. (1976) **Print and Prejudice,** Hodder and Stoughton, 144 pages, £1.45. 0 340 21026 5. Set book for O.U. Reading course PE231.
Increasing interest has been paid during the past decade to the question of bias in printed texts. This book sets out to investigate the interaction of the reader with the printed message and the effect of the latter on readers' attitudes. A lot of the book is concerned with studies, mainly American, of the influence of ethnic and sex differences in reading materials on achievement levels in reading.

BOOKLETS AND BROCHURES

CENTRE FOR THE TEACHING OF READING

Retarded and Reluctant Readers – graded lists of selected books for secondary pupils compiled by Bridie Raban and Wendy Body, 16 pages, £0.35 + postage 15p. 0 7049 0551 5.

EDUCATION DIGESTS (published by the weekly **Education**) available from Councils and Education Press Ltd., 10 Queen Anne Street, London W1M 9LD.

Reading Tests – A guide to tests of reading ability, 12 pages, 20p + 6½p postage.

HELEN ARKELL DYSLEXIA CENTRE, 14 Condace Road, London SW6 4BB.

The Problems of Reading by Joy Pollock, 26 pages. 0 9503626 7 0.

Speech Therapy and the Dyslexic by Daphne Hamilton-Fairley, 26 pages. 0 9503626 8 9.

Each booklet £0.65 + 15p postage and 2p for each additional booklet.

NATIONAL BOOK LEAGUE, 7 Albemarle Street, London W1X 4BB.

Information Books for the Slow Reader selected by Donald Wilkinson, 30 pages, 45p + 15p postage. 85353 246 X. Annotated book list, providing details of some 170 books in areas of science, social and environmental studies, and various activities, graded according to reading difficulty into three stages – accompanying exhibition. Note that **Read and Find Out** (Information Books 6-9; 9-13) selected by Barbara Sherrard-Smith revised.

Teaching English selected and annotated by Anthony Adams, first produced in 1968, revised third edition, 48 pages, 60p + 15p postage. 85353 249 4.

Teaching Reading selected by Donald Moyle, accompanying revised exhibition, 40 pages, 60 p + 15p postage. 85353 248 6.

NATIONAL ASSOCIATION FOR TEACHERS OF ENGLISH (NATE) order from Ward Lock Educational.

Language Across the Curriculum – Guidelines for schools by Mike Torbe, 38 pages, 60p. 0 7062 3619X. Produced by NATE in response to many approaches for advice, aims to help schools work in their own ways on a language policy.

NATIONAL ASSOCIATION FOR REMEDIAL EDUCATION (NARE), Central Office (Publications), 4 Old Croft Road, Walton on the Hill, Stafford, ST17 0LS.

Listening and Speaking by Winifred Bindley and Rita Griffiths, 60 pages, £0.75 + 12p postage. No SBN number. Information to help the busy classroom teacher develop pupils' language skills, includes many games and activities for a wide age range.

NATIONAL UNION OF TEACHERS, Hamilton House, Mabledon Place, WC1H 9BD.

A Language for Life – The NUT's commentary on the Bullock Report. 54 pages, £0.50. No SBN number.

UNITED KINGDOM READING ASSOCIATION, S.V. Heatlie, 63 Laurel Grove, Sunderland, SR2 9EE.

The Assessment of Reading Skills by John Turner, 2nd edition, 14 pages. 35p.

UNIVERSITY OF LEEDS INSTITUTE OF EDUCATION, Leeds LS2 9JT.

Reading While Listening: An annotated bibliography of materials and research by Brian Daly, Mary H. Neville and A.K. Pugh, 33 pages, ring bound £0.50, post free.
Some seventy or more references to materials available, research and tests with names and addresses.

WEST BROMWICH CHILD GUIDANCE CENTRE, 12 Grane Road, West Bromwich, West Midlands, B70 8PD.

Teachers' Guide to Reading Schemes for Slow Learners, newly revised edition, 74 pages, 60p.

RESEARCH PROJECTS

BRITISH NATIONAL BIBLIOGRAPHY RESEARCH FUND COMMITTEE

Professor Ruth Beard Postgraduate school of studies in research in education, Bradford University	1976-80	New research Book flood for school children

Overall co-ordinator is the National Book League, of this New Zealand inspired project (earlier project in N.Z. 1972-5 reported 25% improvement in reading ability and comprehension) in which a large supply of books will be given to two groups of children in their classrooms. (2 pairs of Middle schools, one in city centre, other post-war estate – one in each pair experiencing the book flood, other used as control). Effect of book flood on pupils' reading ability, interests, attitudes to T.V. and language development will be studied.

JOB CREATION SCHEME

Dr. Michael Eraut Sussex University	1976-77 £15,000	New research Primary school textbooks

Six out-of-work teachers partly financed by grant from the job creation programme are to examine the aims, structure, and assumptions underlying primary texts. They will look at how the books are being used and to what effect. They will also assess the advantages and disadvantages of books from different educational viewpoints and their report will be distributed cheaply to teachers' centres, LEAs, and teacher training colleges.

SCHOOLS COUNCIL

Professor E.A. Lunzer & W.K. Gardner University of Nottingham	1972-76 £30 000	Progress report The effective use of reading

Final report is in preparation and should be published late in 1977. It will be addressed to teachers and will include some theoretical orientation, as well as case material and suggestions for action. (See Lunzer article in research section).

Mrs. Vera Southgate Booth School of Education, The University, Manchester, M13 9PL	1973-77 £86,915	Progress report Extending Beginning reading

Throughout the school year 1975-6, the project team were engaged in an intensive study in 36 classes in 12 primary schools, drawn from 4 LEAs. A battery of assessments and record keeping for all the children in these classes carried out, together with a more detailed study of four average readers in each class. Classroom observation of selected children and of class teachers undertaken by means of observation schedules developed as part of the project. In addition, a great deal of information was collected from each headteacher and his/her staff about their aims and objectives and about the organization of the school and its total book environment.

The fourth year of the project (1976-77) being devoted to an analysis of the large amount of data collected and to writing of the report. The final publication will be in the form of a book for teachers, written in readily understood terms. It will provide details of all the areas investigated and will include practical pointers for teachers drawn out from the research findings. Anticipated that the results will not only be relevant to average readers aged 7-10 years but also implications for both slower and more advanced readers. (See Southgate article in research section.)

SOCIAL SCIENCE RESEARCH COUNCIL

Professor M. Coltheart Birkbeck College, London University	1976-78 £5,988	New research The skilled reader's use of spelling-to-sound rules in reading isolated words.
Dr. D.A. Pigeon, ITA Foundation	1976-77 £31,227	New research Study of the effectiveness of a new programme for teaching children to read.

This study also received £16,120 for the same eighteen month period from the Leverhulme Trust Fund.

Aim of the study is to evaluate the effectiveness of a new reading programme for teaching young children to read, designed to incorporate a number of novel features including some derived from a study of previous research into the process of learning to read and others relating to more general aspects of individualised learning including the continuous assessment and feed-back to the teacher implicit in Bloom's concept of Mastery Learning. Number of sequential learning objectives stated in the programme and formative evaluation of the over-all effectiveness of the programme will be provided by comparing the reading and writing achievements of children in classes using the programme with those from a previous year group in the same school and with the same teachers who use more conventional methods.

JOURNALS AND PERIODICALS REFERRED TO IN THE PREVIOUS LISTS

British Journal of Educational Psychology issued by the British Psychological Society and the ATCDE. Scottish Academic Press.

British Journal of Psychology, Cambridge University Press.

Cambridge Journal of Education, The Secretary, Cambridge Institute of Education, Shaftesbury Road, Cambridge CB2 2BX.

Children's Literature in Education, APS Pub. Inc., 155th Avenue, New York, 1011.

Dialogue, from Local Education Authorities or Schools Council, 160 Great Portland Street, London W1N 6LL.

Dyslexia Review, from The Dyslexia Institute, 133 Gresham Road, Staines TW18 2AJ.

Education, 3 - 13, Collins Educational, 144 Cathedral Street, Glasgow, G4 0NB.

Educational Research, NFER Publishing Co. Ltd., 2 Jennings Buildings, Thames Avenue, Windsor, Berks. SL4 1QS.

English in Education, published by the National Association for the Teaching of English in association with Aberdeen University Press.

Reading, published by the United Kingdom Reading Association, Hon. Secretary: S.V. Heatlie, 63 Laurel Grove, Sunderland, Co. Durham, SR2 9EE.

Remedial Education, published by the National Association for Remedial Education, Longman Group Ltd., Journals Division, 43-45 Annadale Street, Edinburgh, EH7 4AT.

Research in Education, Manchester University Press, Oxford Road, Manchester M13 9PL.

The School Librarian, the journal of the School Library Association, SLA, 29-31 George Street, Oxford OX1 2AY.

Use of English, Scottish Academic Press (Ref. U/E), 25 Perth Street, Edinburgh, EH3 5DW.

Where, information on education from Advisory Centre for Education, ACE, 32 Trumpington Street, Cambridge CB2 1QY.

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